

## KS3 Curriculum Map – Physical Education:

<b>Topic</b>	<b>Substantive Knowledge</b>  This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.	<b>Disciplinary Knowledge (Skills)</b>  This is the action taken within a particular topic in order to gain substantive knowledge.	<b>Assessment Opportunities</b>  What assessments will be used to measure student progress?
Invasion Games	Pupils will develop the ability to: <ul style="list-style-type: none"> <li>• Outwit an opponent</li> <li>• Problem solving, challenges, making and applying decisions</li> <li>• Develop physical and mental capacity</li> <li>• Make informed choices about healthy, active lifestyles</li> <li>• Develop skills/performance and replication of skills, Evaluate and improve.</li> </ul>	<ul style="list-style-type: none"> <li>• Students to practice/rehearse skills in isolation in small groups</li> <li>• Demonstrations by students of good practice</li> <li>• Students to perform in competitive situations</li> <li>• Students to evaluate each other's performance</li> <li>• Teacher led mini plenaries</li> <li>• Students to demonstrate application of rules</li> <li>• Students to perform in different roles: performer, official, coach</li> </ul>	<ul style="list-style-type: none"> <li>• Q &amp; A</li> <li>• Formative and Summative Assessment</li> <li>• Peer Analysis</li> <li>• Self-evaluation</li> </ul>
Net & Wall	Pupils will develop the ability to: <ul style="list-style-type: none"> <li>• Outwit an opponent</li> <li>• Develop physical and mental capacity</li> <li>• Development &amp; replication of skills</li> <li>• Making and applying decisions</li> <li>• Making informed choices about healthy, active lifestyle</li> <li>• Evaluate and improve.</li> </ul>	Badminton: Introduce the grip & ready position, Underarm clear, Overhead clear, Drop shot, Basic underarm service & court lines.  Tennis: Racket & ball familiarisation, Forehand, Outwitting opponents, Backhand, Basic serves.  Table Tennis: Introduce the grip & backhand push, Forehand push, Service laws, Forehand topspin, Doubles play.	<ul style="list-style-type: none"> <li>• Q &amp; A</li> <li>• Scoring &amp; Officiating</li> <li>• Physical Literacy Skills</li> <li>• Numeracy Skills</li> <li>• Citizenship</li> <li>• Formative and Summative Assessment</li> <li>• Peer Analysis</li> <li>• Self-evaluation</li> </ul>

		<p>Outwitting opponents in a competitive game situation.</p> <ul style="list-style-type: none"> <li>• Students to practice/rehearse skills in isolation in small groups</li> <li>• Demonstrations by students of good practice</li> <li>• Students to perform in competitive situations</li> <li>• Students to evaluate each other's performance</li> <li>• Teacher led mini plenaries</li> <li>• Students to demonstrate application of rules</li> <li>• Students to perform in different roles: performer, official, coach</li> </ul>	
Striking & Fielding	<p>Pupils will develop the ability to:</p> <ul style="list-style-type: none"> <li>• Outwit an opponent</li> <li>• Problem solving, challenges, making and applying decisions</li> <li>• Develop physical and mental capacity</li> <li>• Make informed choices about healthy, active lifestyles</li> <li>• Develop skills/performance and replication of skills, Evaluate and improve.</li> </ul>	<p>Cricket: Rounders:</p> <p>Ball familiarisation / catching, Fielding, Bowling, Batting, Game situations/ basic strategies/ fielding tactics, Outwitting opponents in a competitive game situation</p> <ul style="list-style-type: none"> <li>• Students to practice/rehearse skills in isolation in small groups</li> <li>• Demonstrations by students of good practice</li> <li>• Students to perform in competitive situations</li> <li>• Students to evaluate each other's performance</li> <li>• Teacher led mini plenaries</li> <li>• Students to demonstrate application of rules</li> </ul>	<ul style="list-style-type: none"> <li>• Q &amp; A</li> <li>• Scoring &amp; Officiating</li> <li>• Formative and Summative Assessment</li> <li>• Peer Analysis</li> <li>• Self-evaluation</li> </ul>

		<ul style="list-style-type: none"> <li>Students to perform in different roles: performer, official, coach</li> </ul>	
Dance & Gymnastics	<p>Pupils will develop the ability to:</p> <ul style="list-style-type: none"> <li>Transfer individual skills into routines and performances.</li> <li>Developing performance.</li> <li>Accurate replication.</li> <li>Developing physical and mental capacity.</li> <li>Evaluating and improving.</li> <li>Problem solving, challenges and making decisions.</li> <li>Positive approach to PE and the understanding of a health and active lifestyle.</li> </ul>	<p><u>Dance (Rock and Roll) and Gymnastics</u></p> <ul style="list-style-type: none"> <li>Students to practice/rehearse moves in isolation in small groups</li> <li>Demonstrations by students of good practice</li> <li>Students to perform their routines to an audience.</li> <li>Students to evaluate each other's performance</li> <li>Teacher led mini plenaries</li> <li>Students to demonstrate application of rules at competition level.</li> <li>Students to perform in different roles: performer, official, coach</li> </ul>	<ul style="list-style-type: none"> <li>Peer analysis</li> <li>Self-evaluation</li> <li>Teacher assessment</li> <li>Final performance.</li> </ul>
Athletics	<p>Pupils will develop the ability to:</p> <ul style="list-style-type: none"> <li>Identify good performances and will continually refine core skills to challenge ability and strive to beat personal bests.</li> <li>Motivation and drive are evident in all athletic activities</li> <li>Adapt and change technique and identify ways to improve replication through use of event tactics and strategies.</li> </ul>	<p><u>Track</u> 100, 200m, 300m (boys), 800m, 1500m, Relay, starting position, finishing position, technique, leg action, arm action, posture, stride pattern, pacing, baton change over.</p> <p><u>Field</u> Shot Put, Discus, Javelin, grip, throwing action, accurate replication, technique, release phase, recovery phase, follow through, step pattern.</p> <ul style="list-style-type: none"> <li>Students to practice/rehearse skills in isolation in small groups</li> <li>Demonstrations by students of good practice</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of performance</li> <li>Knowledge of results</li> <li>Awareness of rules and regulations</li> <li>Timings/ Distance.</li> <li>Teacher assessment.</li> <li>Self/ peer assessment.</li> </ul>

		<ul style="list-style-type: none"> <li>• Students to perform in competitive situations</li> <li>• Students to evaluate each other's performance</li> <li>• Teacher led mini plenaries</li> <li>• Students to demonstrate application of rules</li> <li>• Students to perform in different roles: performer, official, coach</li> </ul>	
Health and Wellbeing	<p>Pupils will develop the ability to:</p> <ul style="list-style-type: none"> <li>• Students to understand the importance of a healthy lifestyle, including the different fitness opportunities and activities.</li> <li>• They are able to transfer skills and principles from one activity to another where appropriate.</li> </ul>	<p>Circuit training, Continuous training, boxercise, Yoga, HIIT, LIIT, Step Aerobics, Aerobics, Meditation, Interval training, Bootcamp, Dancefit/ Zumba, Effects of exercise on the body systems.</p> <ul style="list-style-type: none"> <li>• Students to practice/rehearse skills in isolation in small groups</li> <li>• Demonstrations by students of good practice</li> <li>• Students to perform in competitive situations</li> <li>• Student to perform whole class routines such as Step Aerobics.</li> <li>• Students to evaluate each other's performance</li> <li>• Teacher led mini plenaries</li> <li>• Students to choreograph their own skill circuit/ routine.</li> <li>• Students to demonstrate application of rules</li> <li>• Students to perform in different roles: performer, official, coach</li> </ul>	<ul style="list-style-type: none"> <li>• Performance</li> <li>• Physical ability</li> <li>• Accurate replication</li> <li>• Peer/ self-assessment</li> <li>• Level of fitness</li> <li>• Teacher assessment</li> <li>• Q &amp; A</li> </ul>

Swimming	<ul style="list-style-type: none"> <li>• Develop and confidently show basic skills: face in the water, floating, push and glide, jumping in, swimming under water</li> <li>• Effectively use strokes to achieve different outcomes adapting for a range of purposes and intended outcomes.</li> <li>• Swim for at least 25m including some deep-water swimming, showing a consistently strong stroke -Be able to use appropriate survival and self-rescue skill</li> </ul>	<p>Students will swim in ability groups and be able to demonstrate the following skills/ techniques:</p> <ul style="list-style-type: none"> <li>• Water confidence in shallow water (ALL)</li> <li>• Water confidence deep water (SOME)</li> <li>• Basic stroke development; alternating and simultaneous strokes, breaststroke, front crawl, backstroke (ALL)</li> <li>• Developing endurance (MOST)</li> <li>• Water Safety and hazards (ALL)</li> <li>• Safe self-rescue skills (SOME)</li> </ul>	<ul style="list-style-type: none"> <li>• External Assessment at Liverpool Aquatics Centre</li> </ul>
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